

Liberty Lodge Independent School

23–25 Waterloo Road, Ipswich, Suffolk IP1 2NY

Inspection dates

11 July 2018

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)

- At the inspection in September 2017, Her Majesty's Inspector (HMI) found that this standard was not met. Leaders had not produced schemes of work that took sufficient account of pupils' ages and aptitudes. Their plans lacked the necessary detail to show how teachers would adapt learning to meet the needs of pupils who have an education, health and care (EHC) plan.
- In the school's action plan, the proprietor undertook to produce a 12-month curriculum plan for each pupil to meet their learning needs. This would be supplemented by additional short-term planning to adapt learning activities dependent on how well pupils progressed.
- Schemes of work are now in place and are adapted on an individual pupil basis. Individual lesson logs record how staff plan learning to meet pupils' needs, including for their ages. Staff check pupils' progress against the learning objectives. Pupils' behaviour, and the activities they have completed successfully are recorded in the end-of-day logs. Future learning is then adapted depending on how well pupils have completed previous tasks.
- Leaders have amended their curriculum and added some topics that are more specific to pupils' individual needs. Pupils' progress is checked regularly and the information is used to complete reports that contribute towards pupils' personal education plans (PEPs) and their EHC plan reviews.
- This standard is now met.

Paragraph 3, 3(a), 3(c), 3(d), 3(g) and 3(h)

- The standard in this paragraph was not met at the inspection in September 2017 because teachers' expectations of what pupils could achieve were not high enough. Pupils completed work that was too easy and made less progress than they should. Leaders did not have clear systems in place to monitor pupils' progress, meaning that teachers did not always plan learning activities effectively.
- In the school's action plan, the proprietor undertook to ensure that staff would measure

and record pupils' progress more precisely, and use the information to plan activities to meet pupils' needs more closely. Additionally, staff would employ a range of strategies to ensure that pupils behave well.

- When pupils attend and access learning they make good progress. Staff use a variety of methods to help pupils manage their behaviour and act responsibly. However, while some pupils respond positively, the behaviour of some pupils is still not good. This limits the amount of full-time supervised education some pupils receive, and the progress they make, because they regularly miss out on opportunities to learn.
- The school's monitoring processes are more detailed and comprehensive. While pupils' writing skills are still below age-related expectations, the school's information shows that some have made good progress in their spelling, grammar, use of different tenses, and comprehension skills. However, further assessments and other pieces of work in pupils' books and folders do not show that pupils are making consistently good progress over time.
- Staff now check pupils' work thoroughly and use the information to plan meaningful learning activities. A written assessment policy guides staff on how to help pupils move forward in their learning. Staff consistently apply this and some pupils say that the work that they do and the support they receive help them to make better progress.
- Although improvements against some of the requirements in this paragraph were seen, the standard remains unmet.

Paragraph 4

- At the inspection in September 2017, this standard was not met. Leaders had not established a framework to assess pupils' attainment on entry or monitor their rate of progress over time. There was no reference to national norms.
- In the school's action plan, the proprietor undertook to carry out baseline assessments to assess pupils' attainment on entry and to check their progress regularly and record this on a termly basis.
- Leaders have introduced new monitoring processes. On entry, pupils sit external assessments to determine their level of attainment in English, mathematics and science. These are repeated regularly to measure how much progress pupils make over time.
- This standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- At the inspection in September 2017, these standards were met.
- The school's safeguarding procedures remain effective. The safeguarding policy is available on the school's website and refers to the latest statutory guidance. Leaders know that the Department for Education (DfE) has published an updated guidance document to be implemented from September 2018 and are aware that they need to update the policy to reflect these changes.
- Staff know exactly what action to take if they are concerned about a pupil's well-being. Referrals are made to the local authority designated officer appropriately and any allegations against staff are investigated thoroughly.

- These standards continue to be met.

Paragraphs 9, 9(b), 9(c) and 15

- These standards were not met at the inspection in September 2017 because staff had not consistently applied the school's behaviour policy or kept an accurate record of the sanctions used for serious misbehaviour. Additionally, the admissions and attendance register had not been maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.
- In the school's action plan, the proprietor undertook to ensure that staff implement the expectations set out in the school's behaviour policy and to make sure any serious incidents and sanctions are recorded in a behaviour log. An admissions register would be updated and maintained in accordance with the regulations.
- Staff are now fully aware of the behaviour policy and follow up incidences where pupils' behaviour falls below expectations. When this happens, staff use a range of sanctions to help pupils change the way they behave. Staff record serious behaviour incidents and the sanctions taken in separate logs.
- Staff talk to pupils on a one-to-one basis to try and get them to think more closely about how they behave. Pupils consider the impact of their actions on others and staff help them to learn how to make the right choices.
- Pupils have a specific timetable that helps them to try to manage their behaviour more successfully. This includes sessions on life and social skills, British values, mental health awareness and cognitive behaviour therapy.
- Pupils' attendance is now recorded twice a day and leaders monitor this information via spreadsheets and pupils' personal folders. Information seen during the inspection shows that staff record pupils' absences using the correct codes.
- The admissions register contains all of the required information and complies with the regulations.
- These standards are now met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(b), 32(1)(f), 32(3) and 32(3)(b)

- This standard was not met at the inspection in September 2017 because parents and carers did not routinely receive an annual written report outlining their child's progress and attainment in the main subject areas taught. Additionally, leaders did not have a policy to outline the provision for pupils who speak English as an additional language.
- In the school's action plan, the proprietor undertook to ensure that the school's written policy sets out how the educational and welfare provision for pupils who speak English as an additional language will be met, and to provide termly written report to parents and key workers highlighting pupils' progress in the key areas of learning.
- Parents and key workers now receive termly written reports that show pupils' progress against the subjects they have studied, and other key areas of learning.
- Leaders now have a policy to cover the provision for pupils who speak English as an additional language. It is available on the website, and includes pupils' assessment on arrival, staff roles and responsibilities, and any curriculum adaptations required to ensure

that pupils have equality of opportunity.

- This standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- At the inspection in September 2017, the HMI found that this standard was not met. Schemes of work were not sufficiently personalised and leaders had been too generous when measuring the quality of teaching, learning and assessment. Additionally, there were other unmet standards, including the admissions register not being completed in line with requirements and staff not managing or recording pupils' behaviour consistently well.
- In the school's action plan, the proprietor undertook to carry out a thorough audit of the school's provision and arrange for regular reviews with the headteacher to measure the school's effectiveness in meeting the previously unmet independent school standards.
- Leaders have taken effective action and made progress in meeting some of the unmet standards. Leaders have updated school policies and reviewed their curriculum so that it meets pupils' needs more effectively. They have adapted schemes of work to take better account of pupils' ages and aptitudes.
- Leaders monitor pupils' progress and attainment more closely. Their new baseline testing gives staff an accurate picture of pupils' attainment in English, maths and science when they enter the school. Staff now plan work better and set pupils appropriate targets. However, not all pupils meet these targets, meaning that some do not make enough progress.
- The proprietor and the headteacher have a better understanding of the independent school standards. They have used the previously unmet standards as the basis of their school improvement plan. This has helped them to see what is needed to meet the independent schools standards consistently. However, although leaders are measuring key aspects of the school's effectiveness more closely, some improvements linked to pupils' progress and behaviour are not embedded.
- The headteacher knows where the strengths and weaknesses of the provision lie. He is able to explain what needs to be done further and how this can be achieved. These are recorded in the school's action plan. Leaders know that they still have to carry out further improvements to ensure that all pupils make good progress and behave well before all of the independent school standards are met.
- This standard remains unmet.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out below. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

- The proprietor must ensure that the teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3, 3(a), 3(h)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).

The school now meets the following independent school standards

- The proprietor must ensure that:
 - a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively
 - the written policy plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan (paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)).
- The proprietor must ensure that teaching at the school:
 - involves well planned lessons and effective teaching methods, activities and management of class time
 - shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(c), 3(d), 3(g)).

- The proprietor must ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
- The proprietors must promote good behaviour among pupils by ensuring that the written behaviour policy is implemented effectively, and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraph 9, 9(b), 9(c)).
- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that the information is provided, including that specified in sub-paragraph (3), to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate to include:
 - an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise
 - particulars of educational and welfare provision for pupils with education, health and care plans and pupils for whom English is an additional language (paragraph 32(1), 32(1)(b), 32(1)(f), 32(3), 32(3)(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school:
 - actively promote the well-being of pupils (paragraph 34, 34(1)(c)).

School details

Unique reference number	136434
DfE registration number	935/6229
Inspection number	10055521

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent special school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	2
Number of part-time pupils	1
Proprietor	Able Health Care Ltd – Mrs A Kukadia
Headteacher	Mr James Connor
Annual fees (day pupils)	£40,300
Telephone number	01473 233350
Website	www.libertylodge.com/school
Email address	ani@libertylodge.com
Date of previous standard inspection	12–13 September 2017

Information about this school

- The school is owned and run by a single person under the proprietorship of Able Health Care Limited. It occupies a large Victorian house in an urban location.
- The proprietor provides the governance for the school. The school is led by the same headteacher who was in place at the time of the last inspection, and who started at the school in September 2017.
- Pupils often present challenging behaviour and have experienced disruption in their previous education. All current pupils on roll are children who are looked after, and all have PEPs and EHC plans.
- Local authorities fund pupils' placements at the school.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection following the school's standard inspection in September 2017.
- The inspection was conducted with no notice to the school.
- The DfE rejected the school's first action plan in December 2017. A second version was deemed acceptable in March 2018.
- During this inspection, the HMI held meetings with the headteacher, the proprietor, staff and pupils. The HMI observed learning and scrutinised the school's safeguarding and behaviour policies, teachers' lesson planning, a sample of pupils' work and assessment records. The HMI also spoke with a local authority lead adviser who places pupils at the school.

Inspection team

John Randall, lead inspector

Her Majesty's Inspector

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